

THEATRE

Grade 2

Standard 1.0 Script Writing

Students will create scripts through planning and recording improvisations based on personal experience and heritage, imagination, literature and history.

Learning Expectations

The student will

- 1.1 Explore the principles of scene development.
- 1.2 Participate in scene development by exploring story elements.
- 1.3 Use personal situations in playmaking.
- 1.4 Express character through dialogue.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify the who, what, when, where and why of specified literature.
- Identify the beginning, middle and end of a given plot.
- Improvise a character based on family/friends.
- Respond through dialogue as a character in dramatic activities.

Level 2

- Identify plot elements from specified literature.
- Identify the sequence of events in a given plot.
- Develop a character based on family/friends.
- Improvise character dialogue.

Level 3

- Collaborate and develop plots.
- Outline events to create plots.
- Develop a character based on observations.
- Improvise a dialogue which expresses a prescribed emotion of a character.

Sample Performance Task

Divide the class into three groups and give each group a YES and a NO card. The groups will represent the beginning, middle and end. Teacher will write down on sentence strips dialogue of certain characters from a story previously read and discussed by the class. Put all strips in a bag. Draw out one strip at a time from the bag. Let one representative

from each group decide if the dialogue belongs to their group by showing a NO or YES card. If yes, the student must state who said it and where in the story the dialogue takes place. Students may solicit assistance from their group only. Teacher has the final word on any discrepancies.

Assessment: Teacher will evaluate through observation of responses.
LE 1.4

Integration/Linkages

Language Arts, Social Studies, Develop Creativity, Problem Solving

Standard 2.0 Character Acting

Students will develop basic acting skills by assuming roles and interacting in improvisation.

Learning Expectations

The student will

- 2.1 Explore sensory and emotional experiences to create a character.
- 2.2 Use imagination to express thought, feeling and character.
- 2.3 Explore improvisational skills and techniques in creating a character.
- 2.4 Explore movement as a means of expression.
- 2.5 Use the voice as a means of expression.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a character utilizing a given sensory or emotional experience.
- Use imagination to express given feelings.
- Explore improvisational skills to develop given character traits.
- Utilize movement to express selected feelings in theatre exercises.
- Utilize vocal techniques to express selected feelings in theatre exercises.

Level 2

- Create a character utilizing a selected sensory or emotional experience.
- Use imagination to express given feelings and characters.
- Explore improvisational skills to develop character traits.
- Utilize movement to express feelings in theatre exercises.
- Utilize vocal techniques to express feelings in theatre exercises.

Level 3

- Create a character utilizing emotional recall.
- Use imagination to express given thoughts, feelings and characters.
- Explore improvisational skills in creating a character.
- Utilize movement to express feelings in theatre exercises and improvised scenes.
- Utilize vocal techniques to express feelings in theatre exercises and improvised scenes.

Sample Performance Task

The teacher will share the book *Where the Wild Things Are* by Maurice Sendak with the students. After reading the story once, the teacher will go back through the book and discuss the illustrations with the students. The teacher will ask the students to examine the different Wild Things, identify the body parts that each Wild Thing has, and imagine how the different Wild Things would move. Each student will choose a favorite Wild Thing. Through simultaneous play with teacher side-coaching, students will explore the movement of their chosen Wild Things in personal space. The teacher will coach students to show how their Wild Things move at various points in the story (when they meet Max, when Max stares at them, when they have the wild rumpus, when Max leaves, etc.).

Assessment: The Teacher will end the lesson with a Wild Thing dance. The teacher will play music, and the students will move to the music as their Wild Things. The teacher will observe during the lesson and the dance to determine if students are making varied movement choices based on their chosen Wild Things.

LE 2.4

Integration/Linkages

Language Arts, Creative Movement, Music, Problem Solving, Social Studies, Science, Visual Art

Standard 3.0 Scene Design

Students will design by visualizing and arranging environments for classroom dramatizations.

Learning Expectations

The student will

- 3.1 Identify the functions of visual elements and aural qualities in classroom dramatizations.
- 3.2 Identify design elements needed for classroom dramatizations.
- 3.3 Select and practice safe use of costumes, properties and scenery for classroom dramatizations.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize the functions of visual elements and aural qualities in classroom dramatizations.
- Recognize design elements needed for specified classroom dramatizations.
- Select and practice safe use of costumes, properties and scenery for classroom dramatizations.

Level 2

- Identify the function of visual elements and aural qualities as part of the technical design.
- Describe selected design elements in classroom dramatizations.
- Identify and practice safe use of costumes, properties and scenery for classroom dramatizations.

Level 3

- Explore the function of visual elements and aural qualities as part of the technical design.
- Discuss selected design elements in classroom dramatizations.
- Discuss and practice safe use of costumes, properties and scenery for classroom dramatizations.

Sample Performance Task

Students will draw a picture illustrating costumes and background scenery for a selected character and present the picture to the class.

Assessment: Assessment is based on attention to detail.

LE 3.2

Integration/Linkages

Language Arts, Visual Art, Music, Health and Wellness

Standard 4.0 Theatrical Presentation

Students will compare and connect art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms.

Learning Expectations

The student will

- 4.1 Identify other art forms used in theatre.
- 4.2 Incorporate other art forms into the creation of dramatic projects.
- 4.3 Examine the role of the audience and demonstrate appropriate audience etiquette.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss ways in which other art forms are used in theatre.
- Utilize selected elements of one other art form in a dramatic project.
- Discuss and practice appropriate audience etiquette.

Level 2

- Identify ways in which other art forms are used in theatre.
- Utilize selected elements of two other art forms in a dramatic project.
- Demonstrate appropriate audience etiquette.

Level 3

- Identify how selected elements of music, dance and visual art contrast and/or relate to theatre.
- Utilize one or more other art forms in creating a dramatic project.
- Evaluate appropriate audience etiquette.

Sample Performance Task

Discuss with students what they think is the proper way to act as an audience when viewing a stage performance. Write all suggestions on the board. Select from this list items that might be made into a rule for audience etiquette. Students will design a poster for one of the rules of appropriate audience behavior using the following guideline:

1. State your rule or message in a positive way
2. Use poster board, tag board or art paper
3. Poster should be visually pleasing,
4. Design first on white paper (get approval of design from teacher),
5. Transfer design to poster board
6. Lettering should be neat
7. Complete poster using crayons, markers, etc.

Here are some possibilities of rules for appropriate audience behavior.

RULES

1. Arrive promptly for scheduled performance.
2. Be considerate of others around you

3. Keep hands and feet to yourself
4. Show respect by paying attention to performance
5. Show appreciation by applauding
6. Save eating or drinking until after the performance
7. No whistling or shouting
8. Walk calmly and speak softly when leaving the performance

Students will be able to think of others. Display posters as guidelines for audience etiquette in the hallway near the auditorium/cafeterium.

Assessment: Teacher and students will rate the posters through class discussions using the following rubric:

	Excellent	Good	Needs Work	Not Included
Message				
Illustrations				
Originality				
Visual Impact				
Overall Effect				

LE 4.3

Integration/Linkages

Music, Visual Art, Dance, Language Arts, Social Skills

Standard 5.0 Scene Comprehension

Students will analyze and explain personal preferences and construct meanings from classroom dramatizations, theatre, film, and multimedia productions.

Learning Expectations

The student will

5.1 Explore and respond to creative drama, formal theatre, film and/or television.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore personal preferences in selected elements of creative drama and formal theatre, film and television.

Level 2

- Formulate and articulate personal preferences in creative drama and formal theatre, film and/or television.

Level 3

- Discuss and evaluate personal preferences in creative drama and formal theatre, film and/or television.

Sample Performance Task

Before this lesson, students will have experienced live theatre and film. The teacher will show students the video of the television broadcast of Mary Martin in *Peter Pan*. After viewing this video, the teacher will explain to students that they have just seen a video of a stage production of a musical. The teacher will ask students to tell what things they saw in the video that show it is a video of a play and not a film.

Assessment: The teacher will observe student responses as the class works together to complete a Venn diagram showing the similarities and differences between live theatre and film.

LE 5.1

Integration/Linkages

Language Arts, Visual Art, Music, Critical Thinking Skills

Standard 6.0 Context

Students will understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life.

Learning Expectations

The student will

- 6.1 Explore how various cultures are reflected through theatre, film, and television.
- 6.2 Explore the role of theatre, film, television and electronic media in daily life.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Observe how theatre, film, television and electronic media reflect elements of various cultures.
- Observe the role of theatre, film, television and electronic media in daily life.

Level 2

- Explore how theatre, film, television and electronic media reflect elements of various cultures.
- Explore the role of theatre, film, television and electronic media in daily life.

Level 3

- Discuss how theatre, film, television and electronic media reflect elements of various cultures.
- Discuss the role of theatre, film, television and electronic media in daily life.

Sample Performance Task

Students will watch an episode of “The Suite Life of Zack and Cody” and discuss how the attitudes and actions of the characters might influence them.

Assessment: Teacher will evaluate the responses and guide classroom discussion.

LE 6.2

Integration/Linkages

Language Arts, Social Studies